STATE TEACHERS COLLEGE AT WORCESTER

Catalog 1959-1960

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The Commonwealth of Massachusetts

STATE TEACHERS COLLEGE AT WORCESTER

Established 1871

Accredited by:

National Council for Accreditation of Teacher Education
New England Association of Colleges and Secondary Schools

Member of:

Massachusetts Council on Teacher Education
New England Teacher-Preparation Association
Eastern States Association of Professional Schools for Teachers
American Association of Colleges for Teacher Education

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All material in this catalog subject to change.
Supplementary information may be obtained at the college.

The Commonwealth of Massachusetts

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State Teachers College at Worcester

Eugene A. Sullivan, A.B., A.M., M.S., President

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S. WILLIS RUDY, B.S., M.A., Ph.D.	History
WILLIAM L. SULLIVAN, A.B., A.M., Ph.D.	English
ROBERT W. GOSS, B.S., Ed.M.	Social Sciences
MARY T. COSGROVE, A.B., Ed.M.	Art
VERA M. DOWDEN, B.S., Ed.M.	Supervision and Social Sciences
PAUL A. HOLLE, A.B., M.S., Ph.D.	Biological Sciences
HELEN G. SHAUGHNESSY, B.S., Ed.M.	Supervision and Elementary Education
ROBERT E. TODD, A.B., A.M.	English
VINCENT R. DeBENEDICTIS, A.B., A.M.	French
ACHILLE A. JOYAL, A.B., A.M.	Psychology
FRANCIS G. WALETT, B.S., A.M., Ph.D.	History
THOMAS H. CARPENTER, A.B., A.M.	Music
CAROL M. CHAUVIN, B.S., M.S.	Biological Sciences
EDWIN R. HEDMAN, A.B., A.M., Ph.D.	History
WILLIAM K. MASTERSON, A.B., A.M., M.S.	Biological Sciences
MELVIN MERKEN, B.S., A.M.	Physical Sciences
RUTH GRIFFITHS, B.S., M.A., Ed.D.	Education and Supervision
FRANCIS T. DYSON, B.S., M.A.	Physical Education
ROBERT F. PERRY, Jr., A.B., A.M., Ph.D.	Geography
ELOISE P. SEIFERT, A.B., Ed.M., Ed.D.	Education and Supervision

Supervisors of Laboratory Experiences

ELIZABETH V. FOSTER, B.S., Ed.M., Ed.D., Director
LENA A. WEST, B.S., Ed.M.
MADELIN A. WILMARTH, B.S., Ed.M.
JOHN E. SULLIVAN, A.B., Ed.M.
VERA M. DOWDEN, B.S., Ed.M.
HELEN G. SHAUGHNESSY, B.S., Ed.M.
RUTH GRIFFITHS, B.S., M.A., Ed.D.

Schools of Observation

(Affiliated with State Teachers College for the purpose of observation and participation)

Chandler Street Junior High School

May Street School — Tatnuck School

Chandler Street Junior High School

PAUL J. CORCORAN	Principal
FREDERICK E. FOLEY	Geography and Science
DORIS M. JOYCE	English

May Street School

MARY E. V. SHEA	Principal
HELEN KENNEY	Kindergarten
DOROTHY McQUEENEY	Grade 3
GERTRUDE C. SULLIVAN	Grade 3
PAUL F. O'NEIL	Grades 5-6

Tatnuck School

WINIFRED C. KENNEDY	Principal
LAURA M. CONNOR	Grade 1
MARGARET J. SHEA	Grade 2
AGNES S. ROUGVIE	Grades 5-6

Office Personnel

WILLIAM J. BUTLER	Principal Bookkeeper
GEORGE R. FRIEND	Senior Bookkeeper
FRANCES T. PARK	Senior Clerk and Stenographer
CATHERINE M. HEALY	Senior Clerk

Health Services

CHARLES J. JAWORSKI, M.D.	College Physician
AUGUSTA H. KRESSLER, M.D.	College Physician
ALICE B. SAWYER, R.N.	College Nurse

COLLEGE CALENDAR

1959-1960

Sept. 9-15, 1959	Orientation of Freshmen
Sept. 14, 1959	Registration—all classes
Sept. 15, 1959	Classes begin
Oct. 12, 1959	Columbus Day—no classes
Nov. 11, 1959	Veterans' Day—no classes
Nov. 25, 1959	Thanksgiving recess begins at noon
Nov. 30, 1959	Classes resumed
Dec. 18, 1959	Christmas recess begins at 5 P.M.
Jan. 4, 1960	Classes resumed
Jan. 18-22, 1960	Semester examinations
Jan. 25, 1960	No classes
Jan. 26, 1960	Second semester begins
Feb. 19, 1960	Winter recess begins at 5 P.M.
Feb. 29, 1960	Classes resumed
April 14, 1960	Spring recess begins at 5 P.M.
April 15, 1960	Good Friday
April 25, 1960	Classes resumed
May 26-June 2, 1960	Final examinations
May 29, 1960	Baccalaureate
May 30, 1960	Memorial Day—no classes
June 3, 1960	Class Day
June 4, 1960	Alumni Day
June 5, 1960	Commencement

1960-1961

Sept. 7-13, 1960	Orientation of Freshmen
Sept. 12, 1960	Registration—all classes
Sept. 13, 1960	Classes begin
Oct. 12, 1960	Columbus Day—no classes
Nov. 11, 1960	Veterans' Day—no classes
Nov. 23, 1960	Thanksgiving recess begins at noon
Nov. 28, 1960	Classes resumed
Dec. 16, 1960	Christmas recess begins at 5 P.M.
Jan. 3, 1961	Classes resumed
Jan. 18-24, 1961	Semester examinations
Jan. 25, 1961	No classes
Jan. 26, 1961	Second semester begins
Feb. 17, 1961	Winter recess begins at 5 P.M.
Feb. 27, 1961	Classes resumed
March 31, 1961	Good Friday—no classes
April 14, 1961	Spring recess begins at 5 P.M.
April 24, 1961	Classes resumed
May 25-June 1, 1961	Semester examinations
May 28, 1961	Baccalaureate
May 30, 1961	Memorial Day—no classes
June 2, 1961	Class Day
June 3, 1961	Alumni Day
June 4, 1961	Commencement

STATE TEACHERS
= COLLEGE =

THE HISTORY AND DEVELOPMENT OF STATE TEACHERS COLLEGE AT WORCESTER

"The design of the normal school is strictly professional, that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth. . . . To this end there must be the most thorough knowledge; first of the branches of learning required to be taught in the school, second, of the best methods of teaching these branches, and third, of right mental training."

Thus the Massachusetts State Board of Education, by a vote passed May 6, 1880, stated the design and purpose of Worcester Normal School. Through the years, a constancy of purpose and a devotion to the ideals and standards of suitable and adequate teacher preparation have motivated and directed the growth of State Teachers College at Worcester.

Buildings of the College:

The Worcester School Board at its meeting of November 1, 1870, appointed a committee "to take such action as may be necessary to secure the establishment of a State Normal School in this city." The first building, designed to accommodate 200 students, was erected on a five-acre tract of land at Eastern Avenue and Normal Street. In 1896 a new gymnasium was built adjoining the main building. By 1928 the enrollment of 285 students was beyond the capacity of the existing building, so that in 1929 the Legislature authorized the construction of a new building. The following year the city purchased land at Chandler and May Streets and presented it to the State for the new college. The building was dedicated in April, 1932. At that time the name of the school became State Teachers College at Worcester.

In 1942 a large tract of land was deeded to the college; this land bordering the campus protected it from encroaching building developments and allowed space for additional facilities. In 1958 the construction of a new building and the remodeling of the present building have provided additional library, classroom, laboratory, gymnasium and recreation facilities. Building plans for the future include additional classroom and laboratory space with increased facilities for student-faculty conferences and professional experiences.

Students:

In 1874 a student body of sixty-nine entered the school; they had been accepted as qualified from ninety applicants, and "none were admitted who did not show intelligence, aptitude and enthusiasm for teaching." On July 12, 1876, the first class of ten students was graduated. Since that time 5,227 graduates have been awarded diplomas and degrees. These graduates have taught throughout the United States and have made valuable contributions to the educational profession. Since the foundation of the Alumni Association

CLASSROOM AND ADMINISTRATION BUILDING

in 1880, there have been many tangible evidences of the graduates' interest, support, and cooperation.

Faculty:

E. Harlow Russell, the first principal with a faculty of five members, was a pioneer in the investigation of the child as a problem of instruction and helped to advance the study and knowledge of child life. In line with these studies, the students engaged in systematic observation in schools and in actual practice in teaching under the joint supervision of the city superintendent of schools and of the faculty of the college. With slight modifications this practice has been retained through the ensuing years with the close cooperation of the school staffs in the environs of Worcester. At the present time there are over forty members on the college faculty with backgrounds of preparation and experience from a diversity of educational and professional sources.

Curricula:

From 1874 to 1921, both two-year and three-year courses were offered. In 1921 the three-year course became a four-year course with the degree of Bachelor of Science being given. In 1929 the two-year course was dropped. In 1935 all entering students were required to spend four years with the degree of Bachelor of Science in Education being granted. In 1947 the right to grant the Master of Education degree was awarded to the college. Graduate courses have been offered in late afternoon extension courses and at summer school in order to facilitate the in-service program of training for teachers.

Firsts:

State Teachers College at Worcester has a number of "firsts" of which it is justifiably proud. It was the first women's college in Worcester to offer a bachelor's degree. It was the first Massachusetts teachers college to have a chapter of Kappa Delta Pi, the national honor society in education. It pioneered in offering courses in early childhood education. It was the first teachers college in Massachusetts to be accredited by the American Association of Colleges for Teacher Education. In addition to this accreditation by the later-named National Council for Teacher Education, the college was accredited by the New England Association of Colleges and Secondary Schools in 1957.

Future:

The future of State Teachers College at Worcester points to an ever-expanding program of professional and material growth. In September, 1958, over 700 students registered at the college and the trend is toward a substantial increase in future years. Supplementary courses to meet the complex societal and professional demands for teachers will be added. Additional facilities and materials will be provided for rich and varied learning experiences. In the future as in the past State Teachers College at Worcester will continue to provide high standards of service and support to the professional preparation of teachers.

CURRICULA OFFERED

Undergraduate Courses Leading to Bachelor of Science in Education Degree

1. A four-year curriculum preparing for teaching in the early childhood education field.
2. A four-year curriculum preparing for teaching in the elementary field.
3. A four-year curriculum preparing for teaching in the secondary field.
4. A one-year curriculum for graduates of liberal arts colleges, leading to a Bachelor of Science in Education degree.

During the first two years the emphasis is on general education to provide a rich background. Decision concerning the selection of curriculum is made at the end of the freshman year.

English, French, social studies, and history are major fields in the junior and senior high school curriculum. Each student in the secondary curriculum prepares in one major and one minor field. Any of the above fields, plus mathematics, may be a minor field. At least twenty-four semester hours must be earned in a major field and eighteen semester hours in a minor field.

Graduate Courses Leading to the Master of Education Degree

The requirements for the graduate degree which is offered regularly at Worcester will include thirty-two semester hours in graduate courses in each of which the honor mark of "A" or "B" must be earned. Of the thirty-two semester hours of credit required, twenty-four must be earned in graduate courses taken on the campuses of the Massachusetts State Teachers Colleges, sixteen of which must be taken on the campus of the Teachers College at which the degree is to be granted. The remaining eight may be taken in approved off-campus extension courses or may be transferred from approved graduate schools. After admission to the program, courses taken for graduate credit at colleges other than the college granting the degree must be approved in advance.

The regulations require that a program of study must be arranged in advance for each student who is a candidate for the Ed.M. degree. The Worcester State Teachers College pattern has been constructed by its Committee on Graduate Study, and all graduate students should arrange a conference with the Chairman of the Committee at their earliest convenience.

Copies of the Regulations Governing Courses Leading to the Degree of Master of Education, and of the graduate courses being offered currently may be secured by addressing inquiries to the Chairman of the Committee on Graduate Study.

REQUIREMENTS FOR ADMISSION

Effective September 1, 1959

The following new admission policy shall become effective for all students to be admitted to the Massachusetts State Teachers Colleges or the Massachusetts College of Art on or after September 1, 1959:

I. General Qualifications.

Every candidate for admission as a regular student must meet the following requirements:

1. Health.

The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. High School Graduation.

Candidate must have a high school diploma or equivalent preparation.

3. Completion of Sixteen Units of High School Work.

The "HIGH SCHOOL RECORD" must show the completion of sixteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. Personal Interview.

A satisfactory personal interview of each candidate by faculty members of the college is required.

5. Personal Characteristics.

The results of the personal interview and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate. The recommendation of the high school principal will be given consideration in determining the fitness of the candidate for the profession of teaching.

II. Submission of "Application for Admission" and "High School Record."

Every candidate for admission to a State Teachers College or the Massachusetts College of Art is required to submit to the College of his choice:

1. A completed form entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE."

2. Through the high school principal, his high school record on a form entitled "HIGH SCHOOL RECORD" which includes "RATINGS OF PERSONAL CHARACTERISTICS."

These forms may be obtained from the high school or college and should be filed early in the senior year.

III. Time of Admission.

1. Applicants may file an application and may be admitted provisionally under Plan I below on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half of the senior year which meets the requirements for admission by academic evaluation.

Plan I candidates whose applications are received on or after the date of the administration or any examination may be admitted immediately if there is no waiting list (see VI.). If there is a waiting list, the procedure outlined in VI. applies.

2. Applicants not granted provisional admission under Plan I may submit applications on or after October 1 of the senior year, but must await the results of examination before being accepted for admission. It is to the advantage of these candidates to submit their applications in advance of the first examination, but applications will be accepted for the succeeding examinations.

IV. Methods of Admission.

A. Plan I. Admission by Academic Evaluation.

The privilege of admission by academic evaluation is extended to public and private schools and academies in the Commonwealth of Massachusetts.

The Department of Education reserves the right to withdraw the privilege of admission by academic evaluation from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by academic evaluation is granted to candidates as follows: On the basis of A = 4, B = 3, C = 2, D = 1, candidates who have an average of not less than 3.0 in the highest 16 units of high school work will be admitted without examination.

1. Prescribed—These 16 units must include the following 8 units:

English (including Grade XII)	4 units
American History and Government	1 unit
Algebra	1 unit*
Geometry	1 unit*
Biology, or Physics, or Chemistry	1 unit

2. Distribution of units for Applicants Admitted by Evaluation.

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following:

English, 4 units; Social Studies, 4 units; Science, 4 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); Mathematics, 4 units; Business Subjects, 2 units**; Fine and Industrial Arts, 2 units**; Home Economics, 2 units**; and Physical Education, 1 unit***.

*Only one unit of Algebra or Geometry is required for admission by academic evaluation to the Business Education course at the State Teachers College at Salem.

**In these fields one additional unit beyond the maximum may be granted as follows: In Business Education, Home Economics, Industrial Arts, Art, and Music to candidates applying respectively for admission to the Business Education program at Salem, the Home Economics program at Framingham, the Industrial Arts programs at Boston and Fitchburg, all programs in the Massachusetts College of Art, and the Music program at Lowell.

***One unit granted for the Physical Education major program at Bridgewater only.

B. Plan II. Admission by Examination.

Students who are not eligible for admission by academic evaluation as described in the foregoing, but who possess a high school diploma or its equivalent, are interested in teaching, and qualify under the General Qualifications stated under I., may be admitted to the Teachers Colleges on the successful completion of aptitude and/or other tests prescribed by the Department of Education, provided they present high school credits in the following subjects:

English through Grade XII	4 units
American History and Government	1 unit
Mathematics	2 units
Science	1 unit

The standing of the applicant will be determined by the examination scores and the prescribed high school credits.

Candidates may take examinations not more than twice for any academic year.

V. Waiting Lists.

If the number of applicants qualified for admission, following the administration of any of the entrance examinations, exceeds the number that the facilities of the College will accommodate, a waiting list will be established. The position of a candidate on the waiting list will be determined as follows:

A. Plan I candidates:

The position of these candidates will be determined according to the numerical evaluation as described under IV. A.

B. Plan II candidates:

The position of these candidates will be determined according to a numerical grade including an evaluation of the prescribed high school credits and the entrance examination score.

The eight prescribed high school credits will be evaluated as follows:

A = 4
B = 3
C = 2
D = 1

Vacancies occurring between examinations will be filled from the established list. Candidates on a waiting list will have preference over all candidates (whether Plan I or Plan II) who become eligible for admission at subsequent examination dates.

VI. Place and Time of Examinations.

Candidates applying for admission by examination may take the College Board Examinations at any of the centers where these examinations are regularly given.

The Bulletin of Information, obtainable without charge from the College Entrance Examination Board, contains rules regarding applications, fees, reports, and the conduct of the tests; lists of examination centers; and an application blank bound in. This application blank may be used for any College Board Administration.

Candidates should make application by mail to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey.

During the academic year 1959-1960, the College Entrance Examination Board will hold examinations on each of the following dates:

Saturday, December 5, 1959	Saturday, March 12, 1960
Saturday, January 9, 1960	Saturday, May 21, 1960
Saturday, February 6, 1960	Wednesday, August 10, 1960

8:45 A.M. — Scholastic Aptitude Test.
(Verbal and Mathematical Sections)

VII. Admission as Advanced Students.

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

COLLEGE YEAR BEGINS

September 14, 1959 September 12, 1960

LENGTH OF COURSES AND DEGREES

All undergraduate curricula offered are four years in length and lead to the Bachelor's degree. The degree of Bachelor of Science in Education is awarded for the four-year program in all of the State Teachers Colleges and for the teacher-education program at the Massachusetts College of Art. The degree of Bachelor of Fine Arts is awarded for all programs, other than teacher education, at the Massachusetts College of Art.

The degree of Master of Education is awarded at the State Teachers Colleges at Boston, Bridgewater (including the Hyannis Summer Session), Fitchburg, North Adams, Salem, Westfield, and Worcester. The State Teachers College at Boston offers full-time and part-time graduate programs; the others offer part-time programs. Graduate courses in partial fulfillment of the requirements for this degree may be offered from time to time at the State Teachers Colleges at Framingham and Lowell and at the Massachusetts College of Art.

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Teachers Colleges and the Massachusetts College of Art. Under this system, grades will be given the following values: A—4 to 5, B—3 to 3.9, C—2 to 2.9, D—1 to 1.9, E—0.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester-hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from the college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80 per cent of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects in which "E" grades have been received must be successfully repeated before the student may take advanced work.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course ..... passed at ..... with a grade of ....."
(Name) (College)

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget.

I. Fee for Residents of Massachusetts

$200.00 a year: $100.00 to be paid at the opening of the college year in September and $100.00 at the opening of the second semester.

II. Fee for Non-Residents of Massachusetts

$600.00 a year: $300.00 to be paid at the opening of the college year in September and $300.00 at the opening of the second semester.

III. Fee for All Students

Each applicant for admission to a Massachusetts State Teachers College or the Massachusetts College of Art must pay a registration fee of $20.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly-established schedule of refunds, minus the registration fee. This regulation became effective for students entering on or after September 1, 1955.

IV. Additional Expenditures for All Students

A student assessment of $15.00 is charged each student, $7.50 payable at the beginning of each semester. This fee is to cover the following items for the entire year:

1. Shower fee
2. College parties
3. Admission to all public performances of the Dramatic and Glee Clubs
4. College publications
5. Benevolences
6. Expenses of Student Advisory Council
7. Expenses of New York Conference
8. Expenses of miscellaneous activities
9. Admission to athletic contests

V. Textbooks and Supplies

Students are expected to meet the expense of all necessary textbooks and supplies at an approximate cost of $80.00 a year.

VETERANS EDUCATION

The College is an approved institution for providing education for the returned veteran under Public Laws No. 346, No. 16, and No. 550.

STUDENT ACTIVITIES

Through the activities of the clubs the students find social enjoyment and valuable experience. All students are expected to participate in at least one of the following groups:

The Acorn

Association of Childhood Education

Cercle Francais

Robert W. Fox Memorial Debating Society

Dramatic Club

Geography Club

Glee Clubs

International Relations Club

Kappa Delta Pi, National Scholastic Honor Society

Literary Club

Mathematics Club

Music Appreciation Club

Newman Club

Student Advisory Council

Student Christian Association

Student National Education Association

Women's Athletic Association

Men's Athletic Association

SCHOLARSHIP TEA

SCHOLARSHIPS FOR STUDENTS

For Incoming Freshmen and Upperclassmen

The William B. Aspinwall Scholarship
The M. Harriette Bishop Scholarship
The Nancy Burncoat Scholarship
The Gold Star Scholarship (Daughter or Son of Veteran only)
The Alumni Scholarship
The Tryphosa Bates-Batcheller Scholarship
The Esther Forbes Scholarship
The Newman Club Scholarship
The Olive Higgins Prouty Scholarship
The Student Christian Association Scholarship

For Upperclass Woman Student

The Esther C. Averill Scholarship

Students are selected for these scholarships on the basis of scholarship and need. The number of scholarships awarded is determined each year by the Scholarship Committee. In addition to these outright grants, the President of the College has at his disposal funds which may be borrowed by deserving students according to their needs. Applications for scholarships should be made by April 1.

PHYSICAL EDUCATION

COLLEGE CHOIR

LIBRARY

We Learn That

UPPER GRADES

SCIENCE

We May Teach

LOWER GRADES

PROGRAM LEADING TO THE BACHELOR

Elementary School Curriculum

FRESHMAN

General Education

First Semester	Periods	Semester Hours
English Composition I	3	3
Principles of Effective Speech	1	½
Physical Education	2	½
Health Education	1	1
Biology	4	3
General Psychology	3	3
History of Western Civilization	3	3
Elective	3	3
	20	17

Second Semester	Periods	Semester Hours
English Composition II	3	3
Principles of Effective Speech	1	½
Physical Education	2	½
Health Education	1	1
Biology	4	3
History of Western Civilization	3	3
Introduction to Mathematics	3	3
Elective	3	3
	20	17

Elective Courses

Anatomy	3	3
Early Childhood Education I	3	3
Advanced Study of French	3	3
College Algebra and Solid Geometry	3	3
World Affairs	3	3

Anatomy	3	3
Early Childhood Education II	3	3
Advanced Study of French	3	3
College Algebra and Solid Geometry	3	3
World Affairs	3	3

SOPHOMORE

General Education

First Semester	Periods	Semester Hours
Improvement of Handwriting	1	½
Voice and Diction	1	½
Survey of American Literature	3	3
Physical Education	2	½
Physical Science	4	3
Music	3	3
United States History and Government	3	3
Principles of Geography	3	3
	20	16½

Second Semester	Periods	Semester Hours
Art Essentials	3	3
Voice and Diction	1	½
Survey of English Literature	3	3
Physical Education	2	½
Physical Science	4	3
United States History and Government	3	3
Geography of North America	3	3
First Aid	1	½
	20	16½

No Elective Courses

OF SCIENCE IN EDUCATION DEGREE

Elementary School Curriculum

JUNIOR

First Semester	Periods	Semester Hours
Art as Education	2	2
Curriculum Development	6	4
Teaching of Handwriting	1	½
Teaching of Reading	3	3
Physical Education	2	½
Teaching of Arithmetic	3	3
Teaching of Music	2	2
Educational Psychology	3	3
	22	18

Second Semester	Periods	Semester Hours
Apprenticeship		12
Educational Seminar	1	0
Oral Interpretation	1	½
Child Psychology	2	2
	4	14½

Elective Courses

Early Childhood Education III (optional)	3	3

No Electives

SENIOR

First Semester	Periods	Semester Hours
History and Philosophy of Education	2	2
Children's Language and Literature	4	4
Physical Education	2	½
Nature Study	2	2
Teaching of Social Studies	2	2
Economics	2	2
Regional Geography—Western Hemisphere	3	3
	17	15½

Second Semester	Periods	Semester Hours
Measurement and Evaluation	3	3
Contemporary Literature	3	3
Physical Education	2	½
Teaching of Science	2	2
Psychology of Adjustment	2	2
Sociology	2	2
Regional Geography—Eastern Hemisphere	3	3
	17	15½

Elective Courses

Early Childhood Education IV (optional)	3	3

No Electives

PROGRAM LEADING TO THE BACHELOR

Junior and Senior High School Curriculum

FRESHMAN

General Education

First Semester	Periods	Semester Hours
English Composition I	3	3
Principles of Effective Speech	1	½
Physical Education	2	½
Health Education	1	1
Biology	4	3
General Psychology	3	3
History of Western Civilization	3	3
Elective	3	3
	20	17

Second Semester	Periods	Semester Hours
English Composition II	3	3
Principles of Effective Speech	1	½
Physical Education	2	½
Health Education	1	1
Biology	4	3
History of Western Civilization	3	3
Introduction to Mathematics	3	3
Elective	3	3
	20	17

Elective Courses

Anatomy	3	3
Advanced Study of French	3	3
College Algebra and Solid Geometry	3	3
World Affairs	3	3

Anatomy	3	3
Advanced Study of French	3	3
College Algebra and Solid Geometry	3	3
World Affairs	3	3

SOPHOMORE

General Education

First Semester	Periods	Semester Hours
Improvement of Handwriting	1	½
Voice and Diction	1	½
Survey of American Literature	3	3
Physical Education	2	½
Physical Science	4	3
United States History and Government	3	3
Principles of Geography	3	3
Elective	3	3
	20	16½

Second Semester	Periods	Semester Hours
Voice and Diction	1	½
Survey of English Literature	3	3
Physical Education	2	½
Physical Science	4	3
United States History and Government	3	3
Geography of North America	3	3
Elective	3	3
	19	16

Elective Courses

Microbiologoy	3	3
Nineteenth Century Literature	3	3
Survey of French Literature	3	3
Introduction to Mathematical Analysis	3	3
Cultural History of Modern Europe	3	3
Physics I	3	3

Education for Citizenship	3	3
Modern Literature	3	3
Survey of French Literature	3	3
Introduction to Mathematical Analysis	3	3
Diplomatic Historv of Modern Europe	3	3
Physics II	3	3

OF SCIENCE IN EDUCATION DEGREE

Junior and Senior High School Curriculum

JUNIOR

First Semester	Periods	Semester Hours
Secondary Education	2	2
Physical Education	2	½
First Aid	1	½
Psychology of Personal Adjustment	2	2
Music	3	3
Art Essentials	3	3
Electives	6	6
	19	17

Second Semester	Periods	Semester Hours
Curriculum Development	6	4
Reading in Junior and Senior High School	3	3
Physical Education	2	½
Educational Psychology	3	3
Electives	6	6
	20	16½

Elective Courses

Choose one subject from each group.

Group I		
Chemistry	3	3
Physiography	3	3
United States History since 1865	3	3
Shakespeare	3	3
Group II		
Calculus	3	3
Climatology	3	3
Seventeenth Century French Literature	3	3
United States History since 1865	3	3
Eighteenth Century Literature	3	3

Choose one subject from each group.

Group I		
Advanced French Composition, Conversation, and Methods	3	3
Ancient History	3	3
World Classics	3	3
Group II		
History of the Civil War and Reconstruction	3	3
World Classics	3	3

SENIOR

First Semester	Periods	Semester Hours
Apprenticeship		12
Educational Seminar	1	0
Psychology of Adolescence	2	2
	3	14

Second Semester	Periods	Semester Hours
History and Philosophy of Education	2	2
Measurement and Evaluation	3	3
Physical Education	2	½
Sociology	3	3
Economics	3	3
Electives	6	6
	19	17½

Elective Courses

No Electives

Compartive Literature	6	6
Modern French Literature	6	6
Physics III	6	6
Economic and Political Geography	6	6

DESCRIPTION OF COURSES

DEPARTMENT OF EDUCATION

Elizabeth R. Barlow
Thomas H. Carpenter
Mary T. Cosgrove
Vera M. Dowden
Elizabeth V. Foster
Ruth Griffiths
Paul A. Holle
Grace A. Kendrick
Joseph W. Riordan
Helen G. Shaughnessy
Ruth V. Somers
John E. Sullivan
Eloise P. Seifert
Madelin A. Wilmarth

Early Childhood Education I 3 semester hours

A study will be made of the historical background and development of Nursery, Kindergarten, and Primary grades. Interpretations of the laws of learning in terms of the little child will be given through a study of materials, experiences, and activities designed to meet the needs and interests of the growing child.

Early Childhood Education II 3 semester hours

Stress will be placed upon original trends, modern curriculum, games, and reasons for unification of ideas of Nursery, Kindergarten, and Primary education. Observation at each level will be provided.

Early Childhood Education III 3 semester hours

This course includes a study of reading readiness activities together with work, play, and testing materials. Special attention is given to recent research, audio-visiual aids, and various types of printed material, with practical observation of children.

Early Childhood Education IV 3 semester hours

A practical collection of materials to be used for teaching purposes is made. Music materials are studied with stress on songs, rhythms, and rhythm band at the five-year level. Records which are prepared as a result of home visitation are reviewed.

The Improvement of Handwriting ½ semester hour

This course is intended to guide students in their efforts to improve their own writing, both on paper and at the board, until it reaches an acceptable standard for classroom work. This includes not only desirable letter forms, but uniformity of slant and size, arrangement and adaptation to purpose.

Art as Education 2 semester hours

This course is concerned with the place of art in the elementary school and stresses contemporary practices through laboratory experiences.

Curriculum Development, Methods and Materials 4 semester hours

This course serves as a preparation for student teaching. Principles of learning are developed as a foundation for principles of teaching. Emphasis is given to types of lessons, techniques of assignments and study, unit and activity planning, as well as testing, grading, diagnostic procedures, and remedial teaching. Four periods are spent weekly in class work and two periods in observation and discussion of work observed in the observation schools.

The Teaching of Handwriting ½ semester hour

This course is one of method and is based on the preceding course. Both cursive and manuscript systems are studied. Lefthandedness is given careful consideration. Chalkboard practice is continued, and teaching techniques are discussed.

Teaching of Reading in the Elementary Grades 3 semester hours

This course is designed to acquaint prospective teachers with the developmental and functional aspects of reading instruction in the modern elementary school. Emphasis is placed upon materials and procedures for developing the basic reading skills and upon practical techniques for improving pupil competence in study reading in the content subjects.

Teaching of Reading in Junior and Senior High Schools 3 semester hours

The principal emphasis of this course concerns the responsibility of the secondary-school teacher for extending and refining basic reading abilities. Particular attention is given to the reading demands of each of the content subjects and to materials and techniques designed to insure steady pupil growth in reading efficiency.

The Teaching of Arithmetic 3 semester hours

In this course students are introduced to efficient techniques in teaching the various phases of arithmetic in elementary grades. They plan and make many kinds of teaching materials, and learn how to use them. They examine pupil texts and seek to discover the best ways of making arithmetic really meaningful to children.

The Teaching of Music 2 semester hours

This course offers the aims, methods, and procedures in music for elementary grades: child voice, correct tone production, correction of tonal faults, basis for selection of songs for the grades, ear training, rhythmic principles and responses, habits and skills in music training, creative units, and the study of music curriculums.

Student Teaching 12 semester hours

This course offers actual practice under helpful and sympathetic teachers in the schools of Worcester and vicinity. Members of the college supervisory staff assume responsibility for frequent supervision. The student is given opportunity to apply previously acquired theoretical knowledge, to plan lessons and assume increasing responsibility for classroom management, and to develop skill in the use of teaching techniques. During student teaching, students return to the college for class work and conferences one day each week.

Children's Language and Literature 4 semester hours

The course is designed to acquaint students with literature suitable for grades I through VIII. Consideration will be given to the functional and creative aspects of oral and written expression and to teaching procedures and learning aids which emphasize the development of language power in relation to child growth.

Nature Study 2 semester hours

This course provides the student with the knowledge basic to the teaching of nature study in the elementary grades. Nature specimens used are those obtained in the fields or such as can be readily provided in any classroom.

The Teaching of Social Studies 2 semester hours

A study is made of the aims, principles, and methods of teaching history and geography in the elementary schools. It includes a consideration of the privileges and responsibilities of citizenship. Emphasis is placed upon choice of texts and audio-visual aids, selection of material for courses of study, types of learning activities, and testing.

The Teaching of Science 2 semester hours

This course provides an overview of objectives of science teaching, curricula, materials, and teaching procedures.

Educational Seminar 0 semester hours

During student teaching the students meet in conference for discussion of general problems of the beginning teacher. Such problems as successful management, economy of time, teaching procedures, evidences of good method, personality, professional ethics, and relationships between student and training teacher and between student and supervisor are considered.

Secondary Education 2 semester hours

The objective of this course is to help the student to acquire greater knowledge and understanding of the secondary school and the needs of the adolescent pupil. Secondary education in a democ-

racy, its historical background, its curriculum, and the community high school will be considered through readings, lectures, discussion groups, and reports.

History and Philosophy of Education 2 semester hours

A study is made of early forms of education in the United States and in foreign countries; of influences and movements that have brought about the present ideals and practices in education with emphasis upon current problems; of philosophies of leaders of various movements; and of the nature, scope, and function of various types of modern educational philosophies.

Measurement and Evaluation 3 semester hours

A practical knowledge of educational testing, measurement, and evaluation techniques for group surveys and for individual diagnosis is emphasized. Practice is given in administering, scoring, interpreting, and evaluating a variety of standard tests. Various instruments and techniques of evaluation are presented. Topics include elementary statistical procedures, characteristics of teacher-made and standardized tests, the study and diagnosis of pupil aptitudes and abilities, test selection, and interpretation of data and school programs in measurement and evaluation.

DEPARTMENT OF ENGLISH AND SPEECH

Elizabeth R. Barlow
Walter Busam
Vincent R. DeBenedictis
Grace A. Kendrick
Kathryn R. O'Donnell
Carleton E. Saunders
William L. Sullivan
Robert E. Todd

The Techniques of Written Expression non-credit

This course is required of freshman students who demonstrate the need for improvement in written communication.

The Techniques of Reading non-credit

A program of corrective instruction is provided for students whose placement in the entrance examination indicates the need for training in effective reading practices. Emphasis is placed upon vocabulary expansion, improvement of reading comprehension, and development of competence in study techniques.

English Composition I 3 semester hours

This course emphasizes the fundamentals of grammatical structure for both practical and imaginative writing. Literary forms, including the essay, biography, and the short story are also considered

English Composition II 3 semester hours

A continuation of English Composition I concerned with principles of good writing and desirable qualities of style. Literary forms, including the drama, the novel, and poetry are studied. In English Composition II special emphasis is placed on the use of the library, techniques of research, and the writing of a formal research paper.

Principles of Effective Speech 1 semester hour

This course gives a detailed study of the vowel and consonant sounds of the best American speech, stresses the elimination of bad speech habits, and provides opportunity to form the habits of good speech through frequent practice in speaking and reading.

Voice and Diction 1 semester hour

This course continues the practice of frequent speaking and reading situations. Special emphasis is placed on the development of the voice.

Modern Literature 3 semester hours

English and American literature is studied with emphasis on the transition from Victorian literature and on the development of modern literature.

Nineteenth Century Poetry 3 semester hours

A study of the chief Romantic and Victorian poets from Wordsworth to Swinburne, with emphasis upon their artistic development and their relationship to the intellectual and literary scene of the nineteenth century.

Survey of American Literature 3 semester hours

The course provides comprehensive overview of the outstanding contributions of American writers and of major literary trends reflective of changing emphasis in American civilization.

Survey of English Literature 3 semester hours

This course gives a survey of the development of English literature from Beowulf to Thomas Hardy, including consideration of the background and general characteristics of each period and the reading of representative selections from various authors.

Oral Interpretation ½ semester hour

This course is designed to integrate the reading and presentation of material to the particular grade in which the student is interested.

Shakespeare 3 semester hours

Representative plays are studied; Shakespeare's life and times, his predecessors, and his contemporaries are evaluated.

Eighteenth Century Literature 3 semester hours

The literature of the century is studied in two periods—the Age of Pope and the Age of Johnson—emphasizing in the first the classical tradition, and in the second, the approach to Romanticism.

Comparative Literature 6 semester hours

This course comprises a study of the major forms of world drama from the origins. Emphasis is placed upon representative authors from Aeschylus to the present time with some attention to the survival of the older forms upon the modern stage.

Contemporary Literature 3 semester hours

This course provides a study of contemporary fiction and non-fiction as a reflection of life in the twentieth century. Emphasis is placed upon critical evaluation of the major literary trends of the present: experimentation with forms, the development of realism and naturalism, and the preoccupation with problems of national and international significance. Attention is given to the extension of the student's reading interests and the improvement of his literary tastes.

World Classics 6 semester hours

This course presents a panoramic view of the literature of the world, with minor stress on English and American literature and that of the East. The Greek and Roman masterpieces are studied for ancient times, parts of Dante for the Middle Ages, and representative selections for the later periods.

DEPARTMENT OF FINE ARTS

Thomas H. Carpenter Mary T. Cosgrove
Grace A. Kendrick

Art Essentials 3 semester hours

This course is concerned with art in present day living: laboratory experiences in the art elements of LINE, COLOR, FORM, SPACE, and TEXTURE.

Music 3 semester hours

The elements of theory and notation, terms of expression and tempo definition, form, instruments of the orchestra, and conducting constitute the major phases of this course.

DEPARTMENT OF FRENCH

Vincent R. DeBenedictis Marguerite C. McKelligett

Advanced Study of French 6 semester hours

Prerequisite for this course: two years of high school French or the equivalent.

This course includes a review of French pronunciation, based upon a study of phonetics and the principles of intonation; a review of grammar and verb forms through application in composition; and an introductory study of French civilization and culture.

Survey of French Literature 6 semester hours

A general view of French literature from the middle ages up to and including the rise of contemporary literature. Readings of the representative authors are studied in the light of the historical and social background of each period.

Seventeenth Century French Literature 3 semester hours

Cultural and literary aspects of French classicism will be studied through readings of the works of Corneille, Racine, and Moliere.

Advanced French Composition, Conversation, and Methods 3 semester hours

This course is designed to increase ability in oral and written French by an intensive review of grammar and by oral practice based upon increased vocabulary and idiomatic content.

It also includes a study of methods and materials for the teaching of French.

Modern French Literature 6 semester hours

This course consists of a study of the principal trends in the development of French literature. Representative works of major authors will be read with emphasis on a critical literary evaluation of style and content.

DEPARTMENT OF GEOGRAPHY

Vera M. Dowden Rita M. L. Morris
Robert W. Goss Robert F. Perry, Jr.

Principles of Geography 3 semester hours

The fundamental aims of this course include an emphasis upon basic geographic principles and a broad overview of the field of geography. To attain these aims the student is introduced to geographic factors in land forms, location, climate, soils, minerals, flora and fauna together with examples of their influences upon and relationships to man and his activities.

Geography of North America 3 semester hours

The primary aims of this course are two: first, to give the student an understanding of principles and techniques in the field of regional geography; and second, to broaden the student's knowledge of the continent in which the United States plays a major role. Major emphasis is placed upon natural regions in our own country.

Physiography 3 semester hours

Emphasis is placed upon the study of the earth's surface features by examining their structure, by studying the processes that have been active in their formation, and by analyzing the ways in which they affect man and are affected by man.

Climatology 3 semester hours

The major aim of the course is to gain an understanding of world climatic regions. The first half of the semester is devoted to climatic principles; during the last half of the semester the application of these principles is stressed to learn world climates. The making of climatic charts and maps forms an important element in the course.

Economic and Political Geography 6 semester hours

A study is made of the meaning of and the approaches to economic geography. Stress is placed upon the factors related to the production of world commodities and industrial products by the inhabitants of various geographical areas.

The course also includes a study of political boundaries, friction areas, location of capitals, and the political geography of individual countries. Emphasis is placed upon relationships between man's political reactions and the geographic environment—both physical and man-made.

Regional Geography—Western Hemisphere 3 semester hours

This course is a regional treatment of the political and cultural geography of the Western Hemisphere. Special attention is given to the changing character of the Anglo-American landscape and the attendant political and cultural significance of these changes. The contributions of Latin-American regions to hemispheric solidarity and their political and social problems are treated in the second half of the semester.

Regional Geography—Eastern Hemisphere 3 semester hours

The first half of the course is concerned with the nature of the Central Eurasian Barrier, its extent, and the effect of it on the countries to the north and south of it.

The second half of the semester deals with such problems as the emerging importance of the Mediterranean region of Africa and Southeast Asia. Other problems include the political and cultural developments in the Nile Basin and its margins, the eastern plateau

region, the great southern highlands, and the Basin of Africa. Some attention is given to the political and social problems present in these regions.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Carol M. Chauvin — William K. Masterson
John F. Eager — John P. Mockler
Dorothy Stafford

Physical Education: Men (First Year) 1 semester hour

The development of health, poise, self-reliance, skill, leadership, and recreational interests is the purpose of the program. Opportunity to develop fundamental skills in a variety of activities is provided. The history and rules of various sports activities will be considered.

Physical Education: Women (First Year) 1 semester hour

Through a program of sports, dancing, and other recreational activities, it is expected that the students will develop poise, good posture, self-confidence, leadership, skill, and physical fitness.

Health Education 2 semester hours

Problems and practices in personal and community hygiene are studied and discussed to aid the students in personal adjustment to college life and community. Current events in health supplement the class discussions.

Physical Education: Men (Second Year) 1 semester hour

The work of the second year follows closely that of the first year. Additional emphasis is placed upon exercises and tumbling activities appropriate to the elementary and secondary school programs.

Physical Education: Women (Second Year) 1 semester hour

The work of the sophomore year in physical education continues that of the first year. It is expected that each student will work directly for her own development in poise, skill, leadership, and health, and will utilize knowledge of recreational sports in planning personal activities. Skill in the various sports activities is improved.

Physical Education: Men (Third Year) ½ semester hour

The emphasis in this course is upon such group games as quiet games, active games, singing games, and games with and without equipment. Students will have the opportunity to develop leadership by teaching and supervising several of these activities.

First Aid ½ semester hour

This is the standard first aid course as offered by the American Red Cross.

Physical Education: Women (Third Year) ½ semester hour

This course stresses the presentation and practice of teaching techniques and materials suitable for elementary school health and physical education. Students have the opportunity to learn tennis, badminton, archery, and other sports for self development.

Physical Education: Men (Fourth Year) 1 semester hour

Advanced techniques in the major physical education activities are stressed. Activities include discussion of the methods of teaching, coaching, and officiating, in addition to practical experiences in these areas, and a study of the importance of physical education and recreational activities in the total school program.

Physical Education: Women (Fourth Year) 1 semester hour

This course stresses the development of skill in such sports as badminton, tennis, and archery. The relationship between recreational athletics and the high school and community is stressed and students are assisted in planning and practicing ways to carry on physical activity in cooperation with health and physical education departments.

DEPARTMENT OF HISTORY

Robert W. Goss
Edwin R. Hedman
Francis L. Jones
S. Willis Rudy
G. Flint Taylor
Francis G. Walett

World Affairs 6 semester hours

The objective of the course is to acquaint the student with the major problems of world politics. Emphasis will be placed on the problems of United States foreign policy. The course will include the role of diplomacy, the factors that produce foreign policy, the recent evolution of United States foreign policy, the foreign policies of selected states, the organization for world peace, and a survey of contemporary problems by regions.

History of Western Civilization 6 semester hours

The purpose of this course is to familiarize the student with the important developments in the history of European civilization. Among the topics to be studied in the first semester are: prehistoric man and the dawn of civilization, Eastern Mediterranean civilizations, the culture of the Roman Empire, the rise of Christianity and Islam, Feudalism, church and state in the Middle Ages, the Renaissance and the Reformation; in the second semester: the commercial revolution, the expansion of Europe, the intellectual revolu-

tion, the industrial revolution, the French Revolution and its consequences, the growth of democracy, imperialism, the World Wars, the world today.

Cultural History of Modern Europe 3 semester hours

This course treats the main currents in European thought from the Middle Ages to the present as revealed in the writings of the men who have influenced profoundly the ideas and sentiments of the modern world.

Diplomatic History of Modern Europe 3 semester hours

This course examines the causes of World Wars I and II and attempts a synthesis of the international relations of the Great Powers as revealed in the political impasse of our times. Contributing topics include: nationalism, industrialism, militarism and navalism, the alliance system, collective security, totalitarianism, economic depression, and technology. The problems of the present foreign policy of the United States will be related to the foreign policies of the Great Powers, region by region.

United States History and Government 6 semester hours

Topics studied in this course are European influences in the colonization of America, the American Revolution and the formation of new government, westward expansion of the United States, the Civil War, the economic revolution following the war, the reaction against the new economic forces, the breakdown of industrialism, and the "New Deal." The course uses the facts of American history and government as a foundation for a solid interpretive study of those political, social, economic, diplomatic, and cultural movements which have been important in the creation of the society in which we live. State and national governmental organization and function are studied as an integral part of the course.

Ancient History 3 semester hours

This course provides for an intensive study of some of the significant periods: Egypt in the Pyramid Age, the Age of Pericles, Alexander's Empire, the Augustan Age. Under each period industry and commerce, government, art, literature, and social organization are considered.

Civil War and Reconstruction 3 semester hours

This course surveys the social, cultural, and military history of the Civil War generation. It will cover the period from the Compromise of 1850 through the disputed election of 1876 and the subsequent "redemption" of the South. An attempt will be made to examine some of the reasons why Americans fought each other as well as to assess the results of the Civil War. Special reference will be made to the vast literature dealing with this era.

History of The United States Since 1865 6 semester hours

While this is an intensive course in recent United States history, emphasis varies from year to year because of changing national problems and policies. Units of study treated are the Civil War, the economic revolution, the Supreme Court, expansion of power of the federal government over the states, the United States and the World Wars, post-war problems, and national defense.

DEPARTMENT OF MATHEMATICS

Paul J. McCarron Joseph W. Riordan

Mathematics Review non-credit

This course is required for freshman students who show the need for improvement in their mathematical skills and problem-solving techniques.

Introduction to Mathematics 3 semester hours

This course reviews briefly high school mathematics and presents a survey of the field of college mathematics by introducing advanced trigonometry, analytical geometry, and college algebra.

College Algebra and Solid Geometry 6 semester hours

All those who plan to train as teachers of mathematics in the junior or senior high school **must** take this course as their freshman elective. This course is open to those who have had elementary algebra and plane geometry in high school. College algebra covers such topics as quadratic equations, ratio, proportion, variation, progressions, logarithms, binomial theorem, mathematical induction, permutations and combinations, probability, determinants, and mathematics of investment. Solid geometry treats of three dimensional relationships such as lines and planes in space, prisms, pyramids, cylinders, cones, and the sphere.

Introduction to Mathematical Analysis 6 semester hours

This course is open to those who have had college algebra and solid geometry. It is designed to give a survey of trigonometry, analytical geometry, and differential and integral calculus. Mathematics is treated as a unified whole.

Calculus 3 semester hours

This is a continuation of "introduction to Mathematical Analysis" and is open only to those who have successfully completed that course or its equivalent. It is designed to go more deeply into the theory and application of differential and integral calculus. It includes work in the field of differential equations.

DEPARTMENT OF PSYCHOLOGY

Cornelius S. Donoghue Joseph A. Shea
Achille A. Joyal

General Psychology 3 semester hours

The objective of this course is to present the principles of general introductory psychology with emphasis on psychology as a fundamental science with application to selected problems of everyday life. The course encompasses units of study in the following areas: scientific methods of studying human behavior, the brain and the nervous system, techniques of study, maturation and development, attention and perception, learning and remembering, frustration and conflict, social behavior and personality development.

Child Psychology 2 semester hours

The course is centered about methods and viewpoints in child psychology, heredity and environment, maturation, growth and development of meaning, learning, social and ethical behavior, personality, and examination of the work of modern child research centers. Directed individual observation and study of children form the basis of the course. Independent case studies of elementary school children are undertaken by each student under the guidance of the instructor.

Educational Psychology 3 semester hours

A functional study is made of the problem of growth, learning, and guidance from the viewpoint of mental hygiene. Among the topics considered are: the learning processes, relationship of intelligence and achievement, personality, and adjustment to living with specific reference to teaching and special emphasis on the results of modern research.

Psychology of Personal Adjustment 2 semester hours

The purpose of this course is to consider the development of the health and personality of the student, the family, and the teacher. There is special emphasis on the contributions of constitutional and environmental factors to adjustive behavior and the establishment of values as applied to teaching and life. Techniques for appraising the degree of adjustment are presented and discussed. Observation and field trips to social agencies and institutions are arranged.

Psychology of Adolescence 2 semester hours

A general survey is made of the physical, mental, and socio-moral aspects of adolescence. Among the topics considered are the adolescent and his emotions, his interests, ideals, and ambitions. Directed individual observations and study of the adolescent form the basis of the course. Independent case studies of junior high and high school pupils are undertaken by each student under the guidance of the instructor.

DEPARTMENT OF SCIENCE

Carol M. Chauvin
John F. Eager
Paul A. Holle
Paul J. McCarron
William K. Masterson
Melvin Merken
Edmund C. Osborne

Biology 6 semester hours

This is a general course which deals with the fundamental facts and principles of biology; studies the interrelationships of plants, animals, and man; and aims to create a better understanding of biology in relation of human health, psychology, and sociology.

Anatomy 6 semester hours

The fundamental principles of the structure and the function of the human body under normal conditions are offered in this course. Particular emphasis is placed on the physiological activities of the circulatory, nervous, reproductive, and endocrine systems.

Microbiology 3 semester hours

This course is designed to introduce the beginning student to the widespread scope of microbiology. The main objective of the study is to awaken in the student an awareness of the effects of micro-organisms on human life. Some of the basic aspects covered are bacterial taxonomy and physiology, transmission and control of micro-organisms, response of the body to infection, immunity, and hypersensitivity.

Physical Science 6 semester hours

This is a survey of all of the physical sciences. The greater portion of the material will be in the field of physics. Students are given frequent opportunities to participate in the conduct of the experiments and to demonstrate scientific procedures. A working knowledge of arithmetic, elementary algebra, and plane geometry is essential to this course.

Physics I: Mechanics and Heat 3 semester hours

Prerequisites: College Algebra and Solid Geometry.

This course consists of a study of vectors, kinematics, fluids at rest, fluids in motion, heat, thermo-dynamics, heat transfer, and other related topics. Students will perform individual experiments to enable them to grasp more fully the scientific laws and principles presented in the course.

Physics II: Light and Sound 3 semester hours

Prerequisite: Physics I.

This course consists of a study of wave motion in general and of light and sound in particular. Included will be such topics as: the

velocity of light; reflection, refraction, and polarization; lenses; diffraction; interference; dispersion; the physics of music; acoustics. The procedure will be the same as in Physics I.

Physics III: Magnetism and Electricity 6 semester hours

Prerequisites: Physics I and II.

This course will consist of a study of static and current electricity. The topics to be covered will include: electrostatics, Ohm's law, series and parallel circuits, energy and power, magnetic fields, magnetic induction, induced currents, alternating current, transformers, vacuum tubes. The course will be presented in a manner similar to that followed in Physics I and II.

Chemistry 3 semester hours

This is a beginning course in inorganic chemistry. It includes a careful study of the fundamental principles of science, chemical symbols, equations, structure of the atom, periodic table, valence, methods of preparation and use of the more important elements and compounds. Each student will perform fifteen standard experiments.

DEPARTMENT OF SOCIAL SCIENCES

Robert W. Goss Edwin R. Hedman
Francis L. Jones

Education for Citizenship 3 semester hours

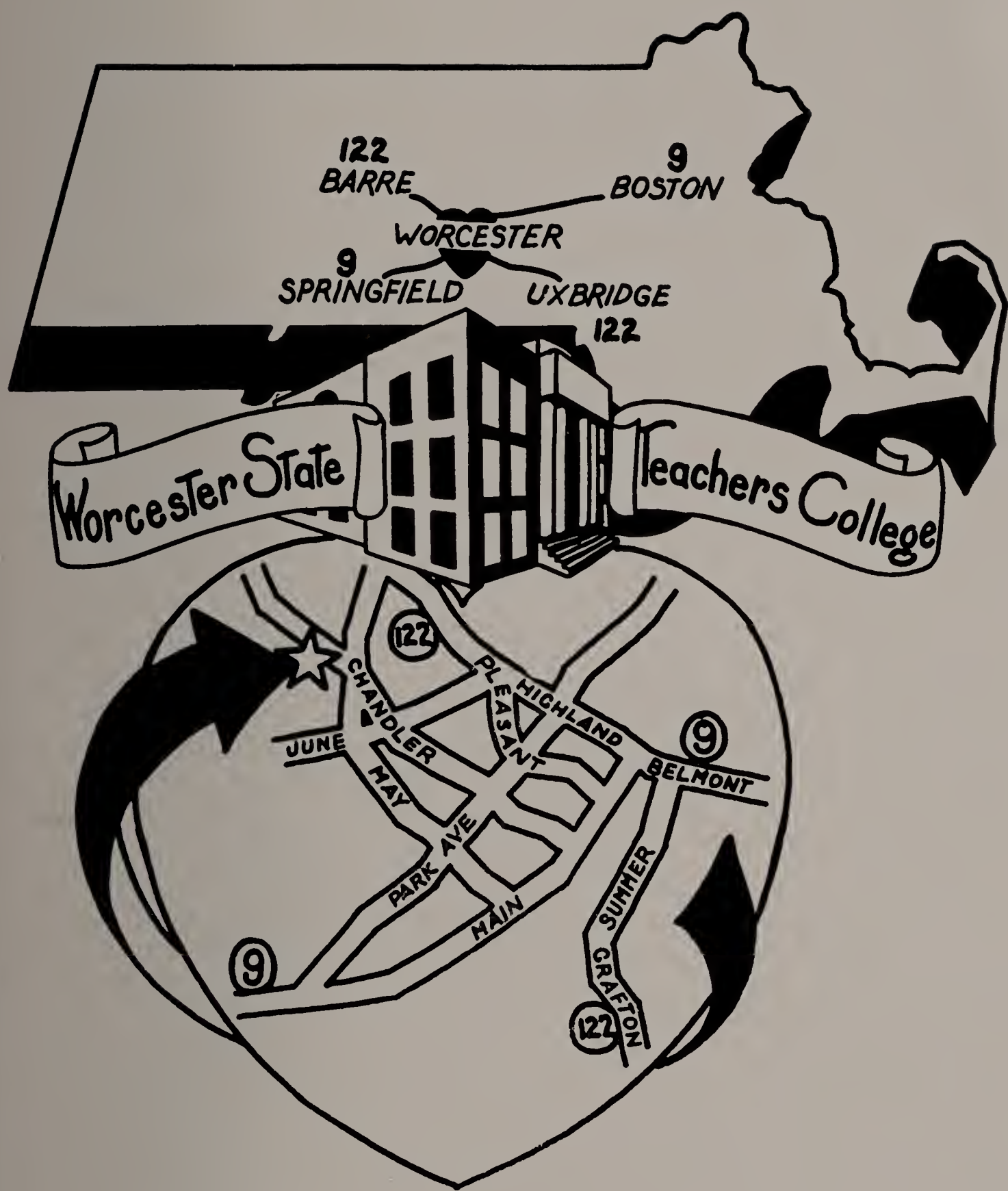
This course acquaints the student with the principles of good citizenship. Particular study is made of the problems of juvenile delinquency, voting apathy, and attitudes toward state and federal law enforcement agencies.

Economics (Secondary) 3 semester hours
(Elementary) 2 semester hours

The basic objectives of this course are to enable students to understand the nature of the American economy and its persistent problems of growth and stability. Content includes analysis of the national income; the study of demand, supply, and price; the organization of industry; money and banking; monetary and fiscal policy; and international trade. The principles will be illustrated through solution of selected problems. Stress will be laid on the American economy as a whole.

Sociology (Secondary) 3 semester hours
(Elementary) 2 semester hours

This course is designed to acquaint the student with man's cultural heritage, the environmental and biological forces that shape personality, the influence of the group on the individual, the nature of social institutions, and the character of social change. Stress is placed upon contemporary American society.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